KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

(KKHSOU)

PROGRAMME PROJECT REPORT

ON

CERTIFICATE PROGRAMME IN EARLY CHOLDHOOD EDUCATION

June, 2025

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1.1 PROGRAMME'S MISSION AND OBJECTIVES:

1.1.1 Mission and Vision of K. K. Handiqui State Open University:

i. The motto of the University is to make education beyond barriers and provide the educational opportunity to the unreached irrespective of gender, socio-economic status, geographical location, physical disabilities and gender.

ii. It is also provide education to the housewives, semi-literate, unemployed youth, jail inmates as well as highly educated people.

iii. This University provides the opportunities of higher education to those who remain deprived of higher education for other reasons.

iv. The mission and vision of the University is to enhance the capabilities of learners, particularly women learners, who want to get empowered with higher order of required education and necessary professional skills.

v. To provide social justice to all the stakeholders is the prime focus of the University.

1.1.2 Mission and Objectives of the Certificate Programme in Early Childhood Education, KKHSOU

The Certificate in Early Childhood Education programme aims to train in-service early childhood educators (Aanganwadi workers, pre-primary school teachers, and kindergarten teachers) and lower primary teachers as well as prospective teachers who have interest in pre-primary education.

The key objectives of the programme are—

(i) To enhance knowledge, skills and practices of early childhood educators to effectively deal with pre-school children.

(ii) To provide quality training for *quality teaching by play based and activity based curriculum* in the foundational stage (5) 3-8 years by the pre-school educators.

(iii) To develop their competency to respond to children's needs efficiently.

(iv) To enhance their understanding of the developmental characteristics of children.

(v)   To equip them to create conducive environment for optimum development of children.

(vi)   To develop adequate communication skills in them to understand children.

(vii)   To develop an attitude of accepting and responding to the 'diversity among children'.

(viii) To develop pedagogical knowledge and skills for pre-school children.

(ix)   To develop ability to collaborate with parents and community members to support child development.

1.2 RELEVANCE OF THE PROGRAMME WITH KKHSOU'S MISSION AND GOALS:

The relevance of the Certificate Prpgramme in Early Childhood Education with KKHSOU's missions and goals are as follows:

i.   The programme provides opportunities for life-long learning to the learners by giving them a flexible entry and exit point of learning without any bar on age. This also signifies equity and access in the field of higher education.

ii.   Ensure in preserving societal values by incorporating units like value education in the curriculum.

iii. The programme help those learners who aspire to become Pre-School teachers and also for those who are being involved in the teaching profession. This Programme will help them in acquiring/enhancing the necessary knowledge and skills of teaching in the pre-primary section by introducing courses like Introduction to Early Development and Care, Pedagogical Perspectives and practical part etc. in the programme.

1.3   NATURE AND PROSPECTIVE TARGET GROUP OF LEARNERS

i.   In-service early childhood educators in Anganwadi Centres/ Crèche and other pre-schools of North-East

ii.   In-service teachers of Lower Primary schools, both govt. and private.

iii. Individuals wishing to set up Early Childhood Education centres or managing such centres.

iv.   Any individuals with interest in early childhood education.

1.4 APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE:

Through this programme, learners will acquire specific knowledge, skills and competence essential to work as a practitioner in the field of Early Childhood Education. Through ODL mode, the learners can learn at their own workplace and improve their knowledge and skills which will further help them to become better professionals. The following are the specific skills that can be acquired by the learners through the programme:

i. Pedagogical Skills in Early Childhood Education
ii. Oganisational skills for educational activities
iii. Social Entrepreneurs Skills in the field of education
iv. Guidance and Counselling Skills
v. Leadership qualities development
vi. Communication skills
vii. Life skills and personal skills etc.

1.5 INSTRUCTIONAL DESIGN:

For the Programme to be conducted by the University, there are some instructional designs and procedures that have to be followed for making the learning effective through ODL mode. The delivery mechanism of the programme is divided into video form, online and computer based system.

1.5.1 Design of the Course content

For conducting the Certificate Programme in Early Childhood Education, course contents are designed in such a manner that they are relevant and contextual in the present day world as well as in the line of NEP2020 so as to help the learners to become educated in the true sense of the term.

1.5.2 Duration and Course Structure of the Programme

- The duration of the programme would be Minimum six month and Maximum 1 years.

- Guided self-learning (Distance mode)

- During the learning phase, offline counselling sessions will be conducted at the study centres and need based online counselling from the city centre of the university will be conducted.

- Orientation and workshop will be conducted on time to time.

- Internship: It will be in actual job setting.

Course Structure:

There will be total 4 courses. The details of Programme structure is given in *Annexure I.* The detailed course wise syllabus of the programme is given in *Annexure II.*

1.5.3 Definition of Credit Hours: The University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4 credit course constitutes a total of 120 hours of study. The certificate programme in Early childhood education would be a 16 (sixteen) credit programme containing four Courses of 4 credit.

1.5.4 Faculty and support staff requirement: There are 6 faculty members in the Discipline of Education of the University out of which, 5 (five) full time Assistant Professors and 1 (One) full time Professor.

1.5.5 Identification of media –audio or video, online, computer aided: All the learners are provided with access to E-Self Learning Materials (e-SLM) available in the University Website under section of **Resources**. The e-SLMs are comprehensive in terms of contents in the syllabi. These learning resources are prepared with the help of resource persons across the country. Senior Professors from different Universities of the region are engaged as Content Editor of the SLMs. Apart from the e-Self Learning Materials, audio and video materials on certain modules would also be offered to the learners. In addition, certain topics are also covered through community radio programmes broadcast through the *90.4 Jnan Taranga* Community Service Station of the University. Most of the Audio-Video programmes are also made available online through You Tube videos. The University has also provisions of counselling, mentoring through Online platform for learners and also has an institutional Learning Management System (LMS)- *eBidya* featuring all four quadrants of online learning for the learners.

1.5.6 Learner Support Services: The learner support services available in the Certficate programme in Early Childhood Education include the following:

i. E-Self-Learning Materials covering the entire syllabi,

ii. Counselling sessions at study centres,

iii. Access to library services at study centres and the Central Library of the University as well,

iv. Audio-Video materials on select modules, available at study centres,

v. Community Radio programmes on important topics.

vi. *eBidya* is the ICT-based institutional Learning Management System (LMS) of the University for the learners of KKHSOU.

vii. Most of the Audio-Video programmes are also made available online through University YouTube Channel.

viii. Learners can also write emails to any officials/faculty members of the University. For this a general email ID: info@kkhsou.in has been created. A query posted through email to this email id is redressed by concerned official/faculty members of the University.

ix. A University Facebook Account is also available where the learners can communicate with their issues and can attend the counselling session live. The System Analyst of the University has been assigned as Administrator of the account.

x. An Android App "KKHSOU" has also been designed. This Android App can be downloaded free of cost from Google Play Store. Through this App, the learners can get detail information of academic programmes available, district-wise and course-wise list of study centres, contact information of the study centres, University etc. This Android App of the University has also been widely recognised and has received an Excellence Award from IGNOU.

xi. Learners can register for a free SMS service. This SMS services keeps the learner updated on schedules of Examination, Declaration of results, Admission schedule and other important events.

1.6 PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATION:

1.6.1 Procedure for Admission: Interested and eligible candidates may directly apply online to the university to enrol for the programme through a given link on the time of admission. If the candidate is deputed by govt., appropriate admission procedure will be followed as per the university rule.

1.6.2 Fee Structure

The fee structure of the Certificate Programme in Early Childhood Education is as follows:

Fee Structure

Fee break Up	Fee (In Rupees)
Course Fee	3000.00
Exam Fee	1000.00
Centre Fee	300.00
Mark Sheet Fee	100.00
Others	1500.00
Total	**5,500.00**

1.6.3 Curriculum Transaction: In terms of curriculum transaction, firstly, the syllabus is prepared in consultation with the experts in the respective field. The SLMs are then prepared by the faculty members of the concerned discipline following the convergence approach; the preparation of the SLMs is teamwork. Secondly, after the preparation of the SLMs, they are uploaded in the University Website under the Resource Section in the form of e-SLM. The learners are given the opportunity of counselling classes in the study centres where they are enrolled. Apart from these, learners may get knowledge and access

information on their own with the help of various supports services either online or offline and community radio programmes, which are developed and run by the University.

1.6.4 Evaluation:

For assessing the performance of the learners as well as get feedback from the learners in relation to the programme they pursue, the University follows some uniform evaluation procedures. Through the Self-Assessment Questions or Check Your Progress Questions which are put in the SLM, a learner can assess himself or herself. There is a provision to assess the learners by formative and summative evaluation. Formative evaluation is conducted by giving course wise assignments, periodic tests, quizzes, multiple-choice questions etc. to learners during a semester and formative evaluation is conducted at the end of a semester which is known as Term End examination. For overall evaluation of a course, the University follows the two types of evaluation:

(i)   Continuous Evaluation (assignments, periodic tests, quizzes, multiple-choice questions etc.)   **: *Weightage assigned 30%.***

(ii)   Term End Evaluation (Semester-end Examinations)   **: *Weightage assigned 70%.***

For dissertation course, evaluation comprises learners' performance both in dissertation (carry 80% marks) and Viva-voce (carry 20% marks).

The University is in the process of using high security and eco-friendly synthetic (water proof and termite proof) papers for mark sheets and certificates. Moreover, use of interactive kiosk at study centres for issue of admits cards and modification of the existing EDPS system for quick publication of results of examinations are also being planned. Similarly, introduction of biometric identity of learners is also being planned. Question Pattern is set following University's prescribed format for Certificate/ Diploma level programme

1.7 REQUIREMENT OF LIBRARY RESOURCES:

i.   The Central Library at KKHSOU has a sizeable repository of relevant reference books and textbooks relating to Certificate Programme in Early Childhhod Education. The books available at the Central Library are quite helpful for the faculty members and the SLM writers as well as the content editors. It may be mentioned here that copies of relevant reference books and textbooks have also been sent to the libraries of the respective study centres which can be accessed directly by the learners.

ii. The digital version of the University Central Library, KKHSOU is also available on the website: http://www.kkhsou.in/library/ which is an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community. On this website the entire catalogue (title/ author/ publisher wise) of library resources including books and other literature relating to this particular course and the Open Access Journals Search Engine (OAJSE) which is a gateway to over 4,500 e-journals including those in Education and allied areas can be accessed among others

1.8 COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

The office of the Finance Officer of KKHSOU keeps all the records of finances regarding development of SLMs, honorarium paid to the members of the Expert Committee, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the co-ordinators of the study centres etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the MA Programme in Education.

1.8.1 Programme Maintenance Cost:

The University will keep financial provision for organizing stake holders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meeting of Syllabus Revision Committee etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University keeps on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme.

The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

1.9 EXPECTED PROGRAMME OUTCOMES:

- ✓ The programme will ensure availability of trained professionals in the pre-schools, the lack of which has been a big impediment in the path of maintaining quality of early childhood education.

- ✓ It will help in corroborating school readiness of the children as well as laying the foundation for their future development.
- ✓ Overall, the programme will contribute to the quality of early childhood education as a whole.
- ✓ It will help in producing qualified ECE teachers.
- ✓ It will help in fulfilling the objectives of NEP2020 in terms of quality.
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ANNEXURE I

Programme Structure for Certificate in Early Childhood Education

	COURSE NAME	CREDIT	Mark Distribution

COURSE CODE			External Assessment	Internal Assessment	Total
CECE-01	**CHILD DEVELOPMENT AND EARLY CHILDHOOD CARE**	4	70	30	100
CECE-02	**PEDAGOGICAL APPROACHES TO EARLY CHILDHOOD EDUCATION**	4	70	30	100
CECE-03	**ORGANIZATION AND MANAGEMENT OF CHILD CARE SERVICES**	4	70	30	100
CECE-04	**INTERNSHIP**	4	Viva	Report	100
			20	80	
	TOTAL	**16**	**230**	**170**	**400**

ANNEXURE II:

DETAILED SYLLABUS OF THE CERTIFICATE PROGRAMME IN EARLY CHILDHOOD EDUCATION

COURSE I

CHILD DEVELOPMENT AND EARLY CHILDHOOD CARE
(CECE 01)

Total Marks-100

Course Objectives:

1. To enable the trainees to understand the child as a whole

2. To become aware about different changes in children throughout different stages of life.
3. To understand the importance of early childhood period of life.
4. To identify the common malnutrition and ailment in children
5. To identify the children with special needs and their special characteristics.

Course Contents:

UNIT 1: **Introduction to Educational Psychology**

Concept of Educational Psychology, Nature of Educational Psychology, Scope of Educational Psychology, Importance and Application of Educational Psychology in Teaching -Learning Process

UNIT 2: Growth and Development

Meaning of Growth and Development, Relationship of Growth and Development, Principles of development

UNIT 3: **Stages of Development**

Definition and Concept of lifespan, Stages of life span

UNIT 4: **Pre-Natal Development**

Concept of pre-natal development, Conditions determined at conception, Phases under pre-natal period, Conditions affecting pre-natal development

UNIT 5: **Neo-Natal Developmental Period**

Neo-natal period, Phases under Neo-natal period, Developmental characteristics of New Born infant, Actions and Reactions of the Neo-Nate.

UNIT 6: The Babyhood (Infancy) Period

Physical Development in a Toddler, Development of Language in a toddler, Cognitive development in a Toddler, Jean Piaget's theory of Cognitive Development , Social development in a Toddler.

UNIT 7: **Early Childhood Period**

The Early Childhood Period, Characteristics of Early Childhood Period, Problems during Early Childhood, Educational Importance of Early Childhood.

UNIT 8: **Physical and Motor Development in the Early Childhood Period**

Physical Development during Early Childhood, Motor Development during Early Childhood, Gross Motor development, Fine Motor Skills.

UNIT 9: **Cognitive and Concept Development in the Early Childhood Period**

Mental or Cognitive Development during Early Childhood, Concept Development during Early Childhood.

UNIT 10: Social, Language and Emotional development during Early Childhood Period

Social development during early childhood period, Language development during early childhood period, emotional development during early childhood period

UNIT 11: Developmental Hazards among Pre-School Children

Developmental hazards during Early Childhood, Physical Hazards, Psychological Hazards,

 UNIT 12: **Nutritional Care for Pre-school Children**

Importance of Nutrition for children's development, Nutritional Requirements of children, Balanced Diet for Young Children, Meal Planning for Children, Preparing Balance Diet for children
Nutritional Values of Locally Available Foods, Concept of Malnutrition, Types of Malnutrition in Children, Cause of Malnutrition in child, Identifying Early Malnutrition in Children, Providing Basic Remedial Measures.

 UNIT 13: **Identifying the Common Ailment in Pre-School Children**

 Concept of Accidents and Precautions, Identification of Common Ailments and Infectious diseases, Concept of First aid, Principles and Practice of First aid, Preparation and Administration of First Aid Box.

UNIT 14: Education for Exceptional Children

Meaning and definition of Exception children, Need of exception children, Classification of Exceptional children, Intellectually Exceptional children, Gifted Children and Educational programme, Backward Children and Educational programme, Slow Learner and Educational programme, Physically Exceptional children, Visually impaired children, Children with Speech Impairment, Crippled or Orthopaedically impaired children.

Reference:

(1) Chauhan, S.S (2007): Advanced Educational Psychology, Vikas Publishing House

(2) Goswamee Gayatree (2008): Child Development and Child Care, Arun Prakashan, Guwahati, Assam.

(3) Hurlock Elizabeth B (1980): Developmental Psychology: A life-span Approach, Mc Graw Hill Companies, Inc., New York.

(4) Mangal, S.K (2008): Advanced Educational Psychology, PHI Learning Private Limited, New Delhi.

COURSE II

PEDAGOGICAL APPROACHES TO EARLY CHILDHOOD EDUCATION

(CECE 02)

Total Marks-100

Course Objectives:

1. To enable the trainees to understand the early childhood education
2. To acquaint the trainees with different pedagogical approaches to ECE
3. To enable the importance of TLM and train them in preparing the same
4. To enable the trainees to prepare curriculum and manage the same.
5. To identify the play and other recreational activities for overall development of pre-school children

Course Contents:

UNIT 1: Introduction to Early Childhood Education

Concept, Nature and Scope of Early Childhood Education, Objectives of Early Childhood Education, Child-Centric Education in Early Childhood Education, Activities Related to Child Centric Education in Early Childhood Education

UNIT 2: Significance of Early Childhood Education

Principles of Learning in Early Childhood Education, Significance of Early Childhood Education

UNIT 3: Pedagogy for Early Childhood Education

Concept of Pedagogy, Significance of appropriate pedagogy for ECE, Understanding How Children Learn

UNIT 4: Methods of Early Childhood Education

Play-way method of teaching, Activity-based method of teaching, Montessori Method, Kindergarten Method

UNIT 5: Teaching-Learning Materials

Teaching Learning Material in Early Childhood Education, Value of Teaching-Learning Materials in ECE, Planning and development of TLMs for transaction of annual Contextualized ECE Curriculum, Strategies of using TLMs for transaction of annual Contextualized ECE Curriculum, Use of Pre School Education Kit and usage of TLMs in ECE Centers, Preparation of low cost TLM for ECE

UNIT 6: Early Childhood Education Curriculum

Introduction to ECE curriculum, Objectives of ECE curriculum, Balanced ECE curriculum Principles of constructing pre-school curriculum

UNIT 7: Early Childhood Education Curriculum Content

Contents for physical and motor development, Contents for sensory development, Contents for cognitive and language development, Contents for social-emotional development, Integration of play in the Curriculum

UNIT 8: Management of Early Childhood Education Curriculum

Planning of curriculum: Yearly, monthly, weekly and daily plans (Preparation of Routine), Transaction of ECCE Curriculum of Assam (Details of the themes- Broad theme & sub themes, management of time and activities in the curriculum and method of transacting one day activities taking one particular theme), Preparation of Activity book and overview of activities linkage with the themes of ECCE Curriculum and use of Activity Book

UNIT 9: Assessment in Early Childhood Education

Assessment in ECE, Importance of Assessment in ECE, Scholastics Assessment, Co-scholastic Assessment, Portfolios, Observation, Child assessment cards

UNIT 10: Importance of Play in Early Childhood Education

Concept of Play, Significance of Play for Children, Characteristics of Play, Types of Play.

UNIT 11: Play Activities For Pre-School Children-I

Play Activities for Sensory Exploration, Play Activities for Developing Cognitive Abilities, Play Activities for Developing Concepts.

UNIT 12: Play Activities for Pre-School Children-II

Fantasy, Story Telling by Children and Dramatization

UNIT 13: Art for Pre-School Children

Art-Its Meaning for Young Children, Drawing and Painting, Materials for Drawing, Painting , Clay, Tearing and Pasting , Paper Folding, Paper Cutting, Collage, Making Picture Books , Making Toys.

UNIT 14: Music for Pre-School Children

Importance of using Music in Teaching, Different Forms of Educational Music**,** Integration of Music with Education, Pedagogies of Early Childhood Music Education

UNIT 15: The Role of Teachers in Early Childhood Education

The role of ECE teachers as manager, evaluator and Play organizer.

REFERENCES

1. Aggarwal, J.C. and Gupta Suman (2009). Early Childhood Care and Education, Shipra Publications.
2. Goffin, Stacie G. and Wilson, Catherian S. "Curriculum Models and Early Childhood Education: Aspiring the Relationship". Prentice Hall, 2001

3. Kaul, V. (2009). Early Childhood Education Programmes: NCERT, New Delhi
4. Koul Venita, Sankar deepa: Early Childhood Care and Education in India, NUEPA, New Delhi, 2009
5. Report, National Early Childhood Care and Education (ECCE) Policy, Ministry of Women and Child development, Government of India, published in the Gazette of India, Part-I, section-I, 2013

COURSE III

ORGANIZATION AND MANAGEMENT OF CHILD CARE SERVICES

(CECE 03)

Total Marks-100

Course Objectives:

1. To enable the trainees to plan and organize early childhood education centers
2. To acquaint the trainees with different policies of ECE
3. To identify and acquire the qualities of good pre-school teacher
4. To enable the trainees to set up and run child care center
5. To identify the challenges faced in the ECE

Course Contents:

UNIT 1: Planning and Organization of ECE

Planning provision for essential facilities on the basis of local context, Optimizing space, Designing space as a learning resource and innovative use of space and Storage space for materials, equipment, User friendly equipment and infrastructure (Inclusiveness), Display and orientation for children to engage in self-directed tasks, Selecting play materials, musical instruments, puppet theatre—reusable, improvised and local materials as resources for activity corners

UNIT 2: Policy Recommendations on Early Childhood Education

Overview of National ECCE Policy (date of formation of the policy, Vision, 11 Non Negotiable Standards and eight quality standards), ECCE under ICDs Mission (4 Core components, 10 services, 9 service Standards, Developmental/Age appropriate activities), Place of ECE in NCERT, NCTE and Samagra Shiksha Abhiyan Draft-2018, , UNICEF on ECE, NEP2020

UNIT 3: Management of Early Childhood Education Centre

Managing the learning environment for ECE, Importance of Discipline during Early Childhood Education), Managing learners in ECE, Managing staff in ECE, Managing finances in ECE

UNIT 4: Maintenance of Early Childhood Education Centre

Maintaining regularity, punctuality and discipline of Anganwadi/ECE centres, Maintenance of different kinds of records, Working with other colleagues and maintaining work-relationships, Ideal teacher pupil ratio and managing large groups

UNIT 5: Resource Mobilization in Early Childhood Education

Resource Mobilization in ECE, Funding in ECE, Budgeting ECE Center

UNIT 6: Quality Management in ECE
Ways and Means for maintaining Quality in ECE
UNIT 7: Assessment of the ECE Programme

Purposes of assessment in ECE, Ways of assessing ECE programme.

UNIT 8: Roles & Responsibilities of Pre-School Teachers

Duties and responsibilities of Pre-school teachers.

UNIT 9: Skills and Qualities of Pre-School Teachers

Quality of good ECE teachers, Skills of Pre-school teachers

UNIT 10: Professional Development of Pre-School Teachers

Need and importance of professional development of Pre-school teachers, NEP2020 on professional development of Pre-school teachers, UNESCO on professional development of Pre-school teachers, Programme of professional development for AWW, Self-appraisal and Self-development of AWWs

UNIT 11: Child Care Services in India

Existing Pmgrammes and Services for Children in India, Schemes of the Government, Voluntary organization in India

UNIT 12: Setting-Up and Running the Centre

Space for the Centre, Organizing Indoor Space, Organizing Outdoor Space, Equipment and Play Materials, Workers in the Centre.

UNIT 13: Involving the Family and the Community

Relating with the Family, Methods of Reaching Out to Parents, Community Participation, Establishing Rapport with Other Adults in the Centre

UNIT14: Prospects and Problems in Early Childhood Education
Prospect and problems and barriers of ECE

References:

1. Arnold, H.J. & Feldman, D.C. (1988): *Organisational Behaviour,* Mc Graw Hill, 1988
2. Bhatnagar, Dr. SS & Gupta, Dr. P.K: *Educational Management*, R. Lall Book Deopt, Meerut, 2003
3. Guidebook for Planning and Organization of Preschool Education Activities in Anganwadi Centers, National Institute of Public Cooperation & Child Development 5, Siri Institutional Area, Hauz Khas, New Delhi-110016
4. Handbook for Angwanwadi workers (2006): National institute of public co-operation and child development
5. Kaul, V. (2009). Early Childhood Education Programmes: NCERT, New Delhi

COURSE 04

DISSERTATION   **Marks: 100**

The trainees/learners will carry out internship for one month in their respective Anganwadi Centres/pre-schools and submit the reports. The internship will be supervised by experts. The Dissertation Report will carry 80 marks and the corresponding Viva will carry 20 marks. The

procedure for carrying out internship will be provided in detail in the manual for internship. Detailed information regarding the Dissertation would be provided to the learners regarding the modalities through the University website (www.kkhsou.in) from time to time, by SMS alert services and through the designated study centres.

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ANNEXURE III

INTERNSHIP MANUAL (CECE-04: INTERNSHIP)

PREPARATION OF THE INTERNSHIP REPORT

Through this course, the learner will get the opportunity to put into practice the theoretical concepts enunciated in the first three courses. This course as such, intends the trainess/ learner to practically apply the necessary skill and experience the ground realities at the pre-school stage through internship. It would thereby help the learners to get firsthand knowledge about different aspects of child development and pedagogy.

The learners have to **undergo internship at any Angwanwadi/ pre-school** of the district convenient to him/her for **one month** and should submit the report at the study center where admission was taken. A Viva –voce will be held and the place and time will be notified by the University on time.

The Internship Report must include the following:

- **Introduction**
  (Under introduction, the learners have to write the basic understanding of the early childhood period, give background of the pre-school / Angwanwadi School selected for internship and reason for choosing the particular school/ Angwanwadi in terms of convenience, interest and age appropriateness of the students.)
- **Planning:** (Here, you have to write in brief how you have planned for the activities for the pre-school children)

- **Activities:** (Learners have to give details about all the Activities to be conducted throughout the internship programme)

- **Objectives:** (Learners have to write the objectives in terms of learning outcome of the activities to be carried out)

- **Execution:** (Here, the learners have to write how you have practically implemented all the theoretical aspect of Early childhood education in reality in terms of pedagogy, play activities and Meal planning and Discipline)

- **Observation**: (Under this section, you have to give brief description of the particular things you have observed in in your student behavior while carrying out the internship in the particular school/ Angwanwadi in terms of their curiosity, enjoyment, anxiety and any other behavioural changes).

- **Conclusion:** (At the last section of the report, you have to conclude with your suggestion based on your practical one month experiences of internship)

The report should be typed and it should not exceed 50 pages. *Some documentary evidences should be included in the report. The Title page of the Report must contain Enrolment number and name of the Learner along with the name of the pre- school or Anwanwadi School, where internship has been carried out.*

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